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AUTHOR Hoyle, John R.
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ABSTRACT

After recognizing the accomplishments of Paul B. Salmon and other great U.S. superintendents, this paper describes the current media image of school superintendents, reviews current research, explores essential new developments in preparation and renewal programs, and sketches a profile of the 21st century superintendent. Superintendents have an image problem. They are frequently stereotyped as insensitive, uncreative bureaucrats who are totally isolated--until more tax monies are needed or the latest school riot needs to be explained. Despite the superintendency's importance in the effective schools movement, only a few research studies have analyzed the superintendent's influence on schooling and student performance. Existing literature addresses three general areas: (1) the profile of the superintendent as a white, male, middle-aged, well-educated conservative who retains the job for seven years; (2) the identification and validity of the administrative skills needed for success; and (3) growing evidence that the superintendent's role should involve tighter instructional controls. The inadequacy of university preparation programs and professional development efforts has spurred a nationwide effort to reform institutions and improve administrator qualifications. This paper outlines a professional studies model featuring strengthened admissions criteria and residency requirements, new interdisciplinary partnerships among faculty, a revised faculty reward system, creative and intuitive mentors, and increased funding to support the model. The 21st century superintendent must be a creative, dynamic pathfinder possessing appropriate human, technical, and conceptual skills. Included are 30 references. (MLH)

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The 21st Century Superintendent: A Great Motivator

Paul B. Salmon Memorial Lecture

John R. Hoyle
Professor of Educational Administration
Texas A&M University
College Station, Texas

American Association of School Administrators Convention
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Paul Salmon was perhaps the most engaging, powerful personality I have met in public education. Abraham Lincoln wrote that "The better part of one's life consists of his friendships." I am proud to say that Paul and I shared one of his thousands of friendships.

Paul's memory and spirit guided my thoughts as I prepared my remarks for this occasion. Was he not a great superintendent, a great motivator and a visionary in his role as Executive Director of the American Association of School Administrators (AASA)? I knew I had met a giant in 1976 when as President of the National Council of Professors of Educational Administration (NCPEA), I wrote Paul about the growing rift between professors and AASA and the alarming number of professors who were dropping their AASA membership. I explained that professors needed to feel more a part of the programs, activities, governance and benefits of the Association. Paul's immediate response to my concerns initiated a series of events that brought significant changes. AASA became the nation's leader among professional administrator associations by including higher education members in all areas of professional involvement. In August, 1976, at the NCPEA meeting in Knoxville, Tennessee, over 200 professors voted to join with AASA and to accept Paul Salmon's generous offer to initiate an AASA-NCPEA Relations Committee. That committee, now known as the AASA Higher Education Advisory Committee, is composed of leading professors of educational administration and higher education administrators. Since 1976 AASA has initiated the Cooperative Professor of the Year Award, exemplary preparation program awards, outstanding research paper awards and reduced membership fees for professors. In addition there has been

a seventy percent increase in the number of presentations by professors at the annual conventions. Paul believed that AASA needed to diversify its membership and to create vital partners to better prepare school leaders for the difficult years to come. Paul's deep and pervasive devotion to improving administrators' preparation and management training led to the publication of two influential publications. The first AASA publication was Guidelines for the Preparation of School Administrators (Hoyle, 1983, 1985, and 1987). These standards, procedures, competencies, skills, and program delivery recommendations have proven to be a common and sometimes controversial (Cooper and Boyd, 1987) set of guidelines which have prompted numerous research efforts by university scholars and doctoral students and have strengthened the efforts of the National Commission on Excellence in Educational Administration and numerous other national and state commissions writing reports on reform in school administration. A second AASA publication, a textbook titled Skills for Successful School Leaders (Hoyle, English and Steffy, 1985) is based on the earlier Guidelines and was commissioned to more fully develop the common set of general educational management skills and guidelines for program development. This book was a positive attempt to bring more order to the professional discipline of educational administration and to encourage practicing and aspiring administrators to establish a comprehensive practical knowledge base. Paul once said it this way, "Most successful school leaders emerge after years of education, training, and experience." These notable examples of joining theory to

practice were only part of his legacy that improved the chances for greater leadership for schools in the 21st century.

It is indeed humbling and exciting to have been chosen by the AASA Foundation Board of Trustees and sponsors, Sperry Corporation and Wasatch Educational Systems as the 1988 Paul B. Salmon Memorial Lecturer. Also, I thank my colleagues David Erlandson of Texas A&M University and Robert Stalcup of the University of Nebraska for their nominations and personal support and encouragement. My wife Carolyn and other great friends are here which means so much to me.

My remarks are directed to you who hold the role of school superintendent and those who aspire to those lofty, exciting, turbulent and sometimes lonely heights. I hope others who work with superintendents will find something of value in these remarks.

Great Superintendents

Are you a great superintendent? It seems to me that every school district sometime in its history is entitled to at least one great superintendent. The great superintendent stands above the rest, is long remembered, and often quoted. Do great superintendents look and act differently than average or dreadful superintendents? Yes, they do; great superintendents have produced amazing results in America's schools.

* They have produced 185 Nobel laureates, Germany has 84, Great Britain 74 and the Soviet Union only 22.
* In 1940 only 38 percent of those 25 to 29 years old had attained a high school diploma and a mere six percent had

college degrees. In 1985 the Census Bureau found that 86% of those surveyed said they had high school diplomas and 22 percent said they had college degrees.

* 32 percent of Americans 25 years or older have some college education. That contrasts with 17 percent of East Germans, 16 percent of Swedes, 14.5 percent of Japanese and 7 percent of Hungarians.

* Despite popular myths to the contrary, only 5 percent of 1,912 personnel officers recently surveyed said they had experienced problems with high school graduates not having basic skills. The survey findings by Johns Hopkins University contradict a basic assumption made by U.S. Department of Education officials and recent national reports. They found that entry level employees were rated okay on dependability/getting to work regularly and on time, proper attitudes about work and supervisors, ability to get along well with people, ability to read materials about as difficult as the daily newspaper; and the ability to add, subtract, multiply, and divide.

* In a survey of 1,700 college and university deans by the American Council on Education, 60 percent of them said that the quality of undergraduate students has not changed in the last five years.

* According to the Department of Education's Center for Educational Statistics the proportion of students remaining in school through 12 years has been steadily climbing each year.

These results are a reflection of the many exemplary superintendents in this country and of the universities that prepared them. These star superintendents rarely get the recognition they have earned for their great accomplishments in perhaps the most difficult, complex role in American life.

In 1987, The Executive Educator and The American School Board Journal recognized 80 of these great superintendents. A prestigious panel of jurors selected each of the superintendents based on the nominee's record of accomplishments and leadership in educational administration. Obviously, many others of you deserve recognition for your great achievements. Can you imagine the dilemmas that faced the AASA panel charged with the responsibility of selecting a 1988 superintendent of the year: American is blessed with a host of great superintendents. However, in spite of the numerous stars and their accomplishments, clearly there are many problems to be addressed in leading America's schools. We have been reminded of these problems in Tom Payzant's (1987) splendid lecture last year in New Orleans and by the passing parade of education reports that began in 1983 with A Nation At Risk and wound down with those specifically addressing the problems in school management and leadership: Time for Results: the Governors 1991 Report on Education (1986) and Leaders for America's Schools (1987), the report of the National Commission on Excellence in Educational Administration. These reports have prompted most states to establish reform legislation, state task forces, and federally funded Leadership in Educational Administration Development (L.E.A.D.)

projects to promote significant changes in the preparation and management development of school leaders. Bill Clinton (1987), Governor of Arkansas, said it best about the need for new school leadership:

> We have a great opportunity today to change school leadership for the better, for three reasons: Most leaders of the first round of top-down, regulatory reforms understand the limits of that approach; more than 40% of our current administrators will retire within 10 years; and the changes brought about by technology above have already bypassed the assumptions upon which our schools were founded and the delivery of education organized. (p. 2)

Governor Clinton along with other reformers in and out of education are asking how to develop great superintendents as we countdown to the 21st century. We wonder if collaborations among universities, professional associations, and state education agencies can develop preparation and management training programs that will shape great superintendents.

My purpose today is to stimulate your interest about the demanding, puzzling role of school superintendents and to present current perceptions and future hopes for those who serve and others who aspire to serve as superintendents in the years ahead.

I shall begin by describing the current image of a school superintendent held by the media and the various publics surrounding him or her.

Next, I will focus on current research about superintendents, one of the least thoroughly researched roles in educational administration. As a result there is very little experimental research evidence about effective characteristics of school superintendents. There are however several quality descriptive studies that provide insight to the kinds of skills that leading superintendents employ to create highly productive schools.

I shall then center on the directions that universities, professional associations, and state and national agencies must consider in preparation and renewal programs if more great superintendents are to appear on the scene. I will provide suggestions for the role that each institution must play in delivering the "right stuff" to sharpen the skills of future leaders.

Finally, I will present a profile of a great superintendant in the 21st century.

The Current Image of School Superintendents

School superintendents have an image problem. To Hollywood they're insensitive bureaucrats who run things from some big building downtown, or they're uncreative and unyielding -- not innovative and visionary. Teachers seldom celebrate superintendents for futuristic, creative leadership. And to some business leaders, school board members, legislators and state education department officials, school superintendents are seen as former teachers, band directors or coaches who know little about managing a school system. To some board members

elected by special interest groups, superintendents are rarely seen as being on the cutting edge of critical issues, especially their issues. When a corporate or social problem needs solving, a superintendent is rarely the first one consulted. Many people still think of a superintendent as someone who dwells in the big office downtown cut off from the action and who appears on the evening news asking for more tax monies and explaining the latest school riot. News reporters frequently view them as uncooperative and secretive. Schools kids view the superintendent as a person holding the awesome power to call off school when it snows.

These perceptions may or may not hold for all superintendents. However, these stereotypes exist and much work is needed to assist superintendents in acquiring a new image for the 21st century.

Current Research About School Superintendents

Despite the importance of the superintendency in the effective schools movement, only a few studies have analyzed the superintendent's effect on schooling and student performance (Bridges 1982). But we do know how administrators spend their time. For example, through work activity studies we have learned that superintendents spend a lot of time on the phone, preparing speeches, attending meetings, conferring with many people, completing state paperwork, training new board members and chairing the United Way or serving the Boy Scouts. We have little hard evidence, though, about what impact these activities have on school organization and, specifically, on student performance.

Researchers have conducted numerous studies to profile the superintendent (Cunningham & Hentges, 1982) and to gain perceptions about the functions, roles, and skills employed by practicing superintendents (McClellan, 1983; Sclafani, 1987; Collier, 1987; Burnham, 1988). Since 1982 there has been some notable attention by researchers to the superintendent's role in school effectiveness (Hallinger and Murphy, 1982; LaRocque and Coleman, 1986; Murphy, Hallinger and Peterson, 1985; Peterson, Murphy and Hallinger, 1987).

Profile of the Superintendent. Cunningham and Hentges (1982) reported that school superintendents have the following characteristics:

* 97% white, 98% male
* 92% are married
* 49 median age
* 7 years is the average in the profession
* 50% would choose the profession again
* Confident in themselves
* Competent to meet job challenges
* View the superintendency as growing in importance and status as a career
* Report increased tension between themselves and school boards
* 33% hold doctorates
* Most held extracurricular duties in their schools as necessary steps up the administrative ladder

This profile has a streak of sameness. These white, middle-aged males stay seven years in the superintendency even though they express confidence in themselves to succeed in the face of greater pressures from the school board and state and national policy makers. Also Tyrack and Hansot (1982) report that superintendents tend to be protestant, church-going, married and attempting to maintain the old-time virtues of order, morality, hard work and respectability. It is safe to conclude that little has changed since 1982 to break the sameness among superintendents. Notable exceptions are June Gabler, President of AASA, and other women and minorities who have become superintendents since 1982. According to Effie Jones, AASA Associate Executive Director, the number of women in the superintendency has grown from a handful 10 years ago to more than 350 today. These changes will continue if the high number of women currently enrolled in educational administration programs are indicative of things to come. These early shifts in the diversity of the profile data of superintendents and those eyeing the position is one of the reasons that the AASA Task Force on Governance was established in 1987. The Task Force was charged to study the current at-large elections procedures and to make recommendation to the leadership about regionalization which may be more responsive to the membership. The Task Force developed a regional plan for representation on the AASA Executive Committee, which would include provisions to guarantee women and minorities slots on the association's highest governing body. AASA anticipates a growing number of women and minority superintendents and

is seeking ways include them in its governance as we countdown to the 21st century.

Superintendents' Perceptions of Skills for Job Performance. McClellan (1983) gathered perceptions from a national sample of superintendents about the relevance of the competencies and related skills in the AASA Guidelines for the Preparation of School Administrators (1983). The analysis of the data revealed strong agreement among the superintendents about the critical importance of each of the fifty competencies and skills included in the Guidelines. Edgell (1983) and Piper (1983) found the same strong support among professors of educational administration, those who prepare superintendents. These national studies established a valid common skill base which not only has influenced shaping new certification plans in several states but also has influenced university based preparation programs to focus more on outcomes. These standards have proven to be useful for program developers in state and national administrator academies and in numerous school district leadership development efforts.

"In Search of Excellence in the Superintendency" a study supported by the Meadows Foundation and conducted by doctoral students at the University of Texas (Sclafani, 1987; Collier, 1987; Burnham, 1988) identified the performance areas and skills (based on the AASA Guidelines) required for effective job performance in the superintendency, identified the priorities placed on performance areas

and skills by effective superintendents in the nation, and determined current staff development needs of Texas superintendents. The results indicated that the role of the superintendent and his or her effectiveness in the superintendency cannot be viewed as single issues or separate from the context of the district. This national study questioned 157 superintendents who were identified as "effective" by professional organizations, universities, and state departments of education in each of 50 states. These effective superintendents tended to rank the performance areas of school climate and curriculum among the top three of the eight major performance areas. Finance ranged from first to seventh place, depending upon the demographics of the superintendent's district. The ranking increased as the districts became less metropolitan. Finance was the most important to rural superintendents. The findings of the overall study make it clear that the present practice of preparing all students for the superintendency in the same way is inadequate. Beyond the generic knowledge core, preparation and in-service programs should differentiate the program for students who wish to lead districts in certain locations with unique characteristics and with particular enrollment sizes. The university degree programs and professional development activities should be differentiated for a student on the basis of the experience and skills that the student brings to the program. These implications for training programs support the recommendation in Skills for Successful School Leaders (Hoyle, et al., 1985) and has promoted subsequent activities of national importance.

AASA has established a new program identified as its National Executive Development Center (NEDC) and is expanding it to seven sites throughout the nation to provide administrators much needed assistance. The centers will provide a process by which administrators can diagnose their personal effectiveness and efficiency and can plan and carry out personal and professional leadership development programs tailored to their specific needs and desires (Hohman, 1987).

Another activity is the development of the "Management Profile" (Erlandson and Hoyle 1987). This strategy utilizes an integrated appraisal measure developed by Lyle Schoenfeldt of the Department of Management at Texas A&M University. Erlandson and Hoyle (1987) have adopted the technique to use with principals and superintendents. Pilot studies have been conducted in the San Antonio and Richardson Independent School Districts and training sessions have been held in the Principals' Center and the Administrative Leadership Institute at Texas A&M University. The "Management Profile" which includes a 40 minute video taped interview and questionnaires is proving to be a successful strategy to assist school administrators in the identification of management skills that they bring to their jobs and in the strengthening of those skills. The National Association of Secondary School Principals (N.A.S.S.P.) and AASA are taking a close look at this promising, inexpensive new assessment technique.

The Superintendent's Role in School Effectiveness. A few studies have attempted to link the superintendent to school "effectiveness" and have found evidence of direct, tightly structured controls over

curriculum and instruction. In a study of superintendents in districts with high student achievement, Peterson, Murphy and Hallinger (1987) found that seven of the twelve districts under study required all teachers to use a specific method of instruction. Also, the superintendents carefully monitored the use of the preferred teaching model through ongoing staff training, development and evaluation. One superintendent reported that he expected his directors to be out every day checking on the implementation of the district curriculum and the teaching model. These findings suggest the existence of tight linkages between the managerial level and the "technical core" in the school districts. This is in contrast to the types of linkages that have been reported in research indicating that schools operate as loosely coupled systems.

The study supports other findings that indicate positive effects on student performance can be produced by instructional alignment in the entire district. Cohen (1987), an authority on evaluation and instructional design, believes that the lack of excellence in American schools is not caused by bad teaching, but mostly by misaligning what teachers teach, what they intend to teach, and what they assess as having been taught. His research has discovered large positive student gains through stress on instructional alignment. Linus Wright (1987), former Dallas superintendent and now the Undersecretary of Education, supports the findings of Cohen and believes that we should be looking at "outcomes, not processes." He indicates that the best way to achieve outcomes would be to "(1) train teachers and principals, (2) give them expected goals or outcomes, and (3) let them design the

programs for the students they have" (p. 25). LaRocque and Coleman (1986) report a "strong district presence" in higher performing school systems with district administrators setting achievement expectations, monitoring school performance data closely, and making school accountability a prominent issue in the district. Thus, from limited research findings it appears that superintendents in instructionally effective districts personally establish tighter controls over achievement by monitoring instructional processes and instructional assessment. These findings are leading researchers to deepen their investigations about the impact of the superintendent's role in school effectiveness. A caveat to superintendents is the possible negative impact a heavy alignment hand could have on the "culture" of the district and the morale of the staff and students. Can the cry of superintendents for greater productivity drown out principals', teachers' and students' moans for self determination? I have misgivings about the iron fist method to make schools more effective if the teaching of higher order thinking skills, new information about brain research, and creative attention to learning styles are crushed in the grip. Excess control in an age of site-based management and principal and teacher empowerment seems unwieldy. Researchers must intensify their research for evidence about the long range impact of the superintendent's urge to control instruction on the teachers' feelings of professional freedom. Too much control could very well lead to what Jack Frymier (1987) calls the "neutering of America's teachers."

In summary research on superintendents addresses three general areas. One is the profile of a white male middle-aged conservative, who is a generally well-educated confident administrator who stays with the job for seven years in spite of greater pressures coming from the state and board of education. A second area is the identification and general validities of the kinds of skills for successful superintendents, and third is the sparse but growing evidence about the superintendent's role in school effectiveness which stresses tighter controls on the instructional program. It is clear that the role profile will change since there will be a 40 - 50% turnover in superintendents by the year 2005. Women and minorities now in graduate programs or in other administrative posts will fill many of those roles. It is also more than speculation that these new superintendents will bring new and stronger abilities to chart new directions for schools as we countdown to the 21st century.

Administrator Preparation and Development

The inadequacy of certain components of university preparation programs and professional development efforts for developing school leaders has become more critical in the late 1980's, bringing about a nationwide effort to reform schools and to improve the qualifications of both teachers and administrators. The general concern regarding the inadequacy of administrative preparation and development has generated a flurry of activity. (Note that I refuse to use the word training; you train technicians and other employees, but managers are

professionally educated in universities and their skills are updated in executive development activities. A vice president of 3M Corporation and a member of the Texas LEAD Advisory Committee told me that 3M dropped the word "Training" 10 years ago from its vocabulary because of its degrading connotation. 3M now says "management development plans." AASA's National Academy for School Executives (NASE) provides professional development rather than training for practicing administrators.)

Cunningham and Hentges (1982) found superintendents generally positive about their university preparation in educational administration. They cited their positive professional and personal relationships with their major professors. The superintendents were critical of specific courses and recommended better field experiences to tie theory to the real world of the superintendency. Patterns of study in preparation programs for school administrators are often fragmented and extended, unfocused and lacking in curriculum sequence. The pattern of study is not continuous and frequently extends over a period of years. The process resembles a hit-or-miss, piecemeal selection of education courses, institutes and academies rather than a planned systematic program of professional studies. Other concerns focus on the typical haphazard selection practice for admission to graduate programs. Self selection and informal networking are the most common means of entry. Since many programs have low admission standards, very few inappropriate candidates are screened out. This is particularly evident in programs facing scarce funding. Students

equal money. However, many well-designed programs with exceptional courses, research activities, sound admissions procedures, and top flight professors can be found in university based programs. After reading several negative comments by Chester Finn, Assistant Secretary of Education, one wonders if any part of administrator preparation is worth doing. Rather than talking the party line he might take the time to observe the successful relationships between what individuals do in universities in order to become licensed as educational administrators and the actual knowledge and skills and competencies they need to be effective school leaders. Finn and other misinformed critics may raise our ire, but they make little contribution to the preparation of school leaders.

Some university programs are stronger than others in developing and delivering administrator education. However, no program meets all of our expectations to prepare the great leaders we need for the 21st century. Critical voices of bureaucrats in Washington or in state houses have made little impact on improving preparation, but more informed, concerned policy makers by investing their time and resources have highlighted our problems and have helped us take positive steps. AASA has certainly invested resources and has taken a position of collaboration with universities in administrator preparation and development. Similar collaboration has occurred in Texas with the Texas Professors of Educational Administration, the professional administrator associations, and the Texas Education Agency. The L.E.A.D. project housed in the Texas Association of School

Administrators is making an excellent contribution in facilitating these coalitions. Similar collaborations are on-going in other states.

Not all university based programs will be able to meet these great expectations for the 21st century and some should be closed. The National Commission on Excellence in Educational Administration recommended that at least 300 universities and colleges should cease preparing educational administrators. The commission stopped short of recommending which ones should cease, however. Most rational people know how difficult it is based on hearsay and little solid evidence arbitrarily to close graduate programs. We must combine the best aspects of the preparation programs by networking the stronger programs with the weaker ones to make best use of scarce resources and to provide the best possible learning experiences. University professors, practicing administrators, and state policy makers must share in the vital role of preparing school leaders. We have gained much through many cooperative ventures to solve the perpetual problem of transference from the university classroom setting to the work situation. The combination of scholarship and practice is the mark of a professional. Douglas McGregor (1960) said it this way, "The professional draws upon the knowledge of science and his colleagues, and upon knowledge gained through personal experience. The degree to which he relies upon the first two of these rather than the third one is one of the ways in which the professional may be distinguished from the layman" (p. 3).

The Professional Studies Model. Conventional wisdom and research tells us that any serious effort to improve the schools cannot be launched without giving high priority to the preparation of school administrators. Based on the concerns mentioned earlier the old ways of preparing school leaders will not work. To prepare superintendents for the 21st century we should abandon the present university based Ph.D. preparation model in favor of a professional studies model that is more intellectually challenging on the one hand and practical on the other. I recommend that the M.Ed., Ed.S. and the Ed.D. degree be used exclusively for the professional studies model. M.A., M.S. and Ph.D. degrees by contrast should be awarded for programs of study in educational administration that are less clinically oriented, more specialized and more research oriented. Once the professional studies model is in place I believe that issues on status and respectability between two degrees will diminish. Medicine and law offer parallels among those who teach, conduct research, and practice.

This model includes the following suggestions:

1. Admissions criteria need to be strengthened. The university faculty and a selected advisory committee of practicing administrators should clarify the knowledge base and administration skills, construct performance indicators and determine minimum mastery levels for program admission, placement and completion. Traditional admissions criteria must include additional assessments based on the "assessment center concept" (Erlandson and

Hoyle, 1987). Also individuals wishing to pursue the professional studies model should be recommended by administrators in his/her district to attest to the aspirant's propensity for success in school administration. A candidate may be a brilliant student but lack the "right stuff" to succeed in the demanding, frenzied role of superintendent. This student should be counseled toward the research degree or to another field of study.

2. Residency requirements for study at the doctoral level need to be strengthened. Universities and school districts should develop innovative residency programs to allow students intensive study in cohort groups without taking them away from their jobs. Intensive weekends beginning at noon on Friday and ending on Sunday evenings or well-planned summer studies which require two to three year commitments are examples of strategies to provide cohort study on a challenging sequenced program. These arrangements could more easily facilitate the integration of academic study with professional practice and combine the efforts of clinical and academic professors to enhance reflective research and scholarship. This arrangement would enhance the coaching and mentoring activities that should occur on teaching sites or "teaching hospital" schools.

3. New partnerships among faculty in related disciplines. The classes and clinical experience for the cohort groups should be team taught by qualified faculty in non education disciplines, such as social science, humanities, and general management, by professors of education and educational administration, and by leading practicing superintendents. These new partnerships can concentrate on developing the intellectual and academic bases for informed school management. The use of simulation games, video tapes, computer simulations, case studies, debates and scenarios are some of the instructional activities that can help students develop the cognitive base of the discipline.

4. The reward system must change for professors. The name of the game for rewards in academia is research and publication in refereed journals. Clinically oriented faculty who publish less and work in schools have less chance for these rewards. In the professional studies model the rewards should be based on the quality of one's work in developing school leaders. Evaluation systems for faculty must change to a more comprehensive view of quality. The status and rewards system in law and medicine offer parallels.

5. The teaching of rational decision models and the use of intuition and creativity should be given equal emphasis.

Superintendents of the future should be mentored by the best and most creative minds on campus. Scholars who model creative and intuitive attributes and can be mentors on entrepreneuring should be identified and included in the cohort residency programs. The use of imagery and futuristic thinking to enhance reflective practice can be taught and must be part of the mental arsenal of all 21st century superintendents.

6. Increased funding must support the new model. Criticism and talk are cheap, but this new model will cost money. New funding levels for the approved programs will be critical to support the more expensive interdisciplinary, clinical components of this program. Very few educational administration programs are supported as well as graduate programs in law, medicine, engineering and business. Policy makers must realize that quality schooling is inextricably linked to a society's economic, cultural, and social well being. It seems clear that a state university system will only be as good as the state's public school system. Therefore, more funds need to be directed at revitalizing and improving the preparation and development programs for educational administration. This is the most important need if meaningful, sequenced programs with rich clinical experience are to become a reality. Opportunities must

be provided for systematic observations and participation in several field settings under the joint supervision of faculty and practitioners. Also, professors and students should have access to a complete library that includes electronic retrieval and search capabilities. Lack of access to such a library is a major reason than nontraditional, off-campus programs have a quality problem.

The 21st Century Superintendent

Since we have presented the new professional studies model to prepare administrators and especially superintendents, we need to share a common vision of how the new superintendents looks, acts and leads. Tom Payzant who delivered the 1987 Paul B. Salmon Memorial Lecture titled "Making a Difference in the Lives of Children: Educational Leadership in the Year 2000," wrote, "As shapers of the future of education, we must have a vision of what it should and can be. School leaders must be able to transform ideas into action that help schools become places of learning that make a difference in the lives of children." (p. 12)

This talented audience today must lead others to share a vision about the kind of 21st century leaders we must have in education. In our deliberations we can share the same essential images of creative, dynamic, "pathfinders" in the superintendency, develop images of imaginative ways to identify and select the best people, and plan and

execute the most intellectually demanding and relevant educational and development programs. If we do these things then we can shape our destiny. Because, leaders make it happen. All of us need to share the vision of near perfection and begin chipping away the imperfections that do not fit our image of the profile we need for leaders for tomorrow.

What will these free and new leaders be like in human, technical, and conceptual terms.

Human Skills - The Most Important Of The Three

I envision an urbane witty world citizen -- black, brown, white, male, or female -- who realizes Confucius' admonition that learning without thought is labor lost; thought without learning is perilous. This superintendent will possess a strong self respect and respect for others and will have a high boiling point and high tolerance for ambiguity and uncertainty. He/she will work in a much flatter organization and be comfortable with equal empowerment to others in the school setting. He/she will have strong skills in persuasion and will have earned equal status with other community leaders. Regardless of the size of school or district the leader will have a strong command of English and will be conversant in another language--preferably Spanish. This background will strengthen his/her multicultural skills and appreciation for ethic diversity and human needs. He/she will model integrity and honesty, find joy in the schools, be health conscious and find humor in himself and in others.

We know quite a lot about how some people come to develop firmer and clearer sets of values than others do. In developing the professional doctorate I recommended a strong emphasis on intellectual content which could include literature, politics, languages, philosophy, administrative theory and behavior, sociology and psychology. These interdisciplinary courses from the humanities, social sciences and administration would establish the base that is missing in most leaders -- business, government and education. State L.E.A.D. projects and professional associations could plan seminars and symposia on human skills and organizational leadership to target more specific needs.

Technical Skills

Twenty first century school superintendents will have a large repertoire of instructional strategies -- since instruction and learning will truly be the primary mission of schooling. They will have more knowledge about technology, the use of microcomputer programs and complete linkages to video and satellite TV, skills in the use of interactive TV to teach students in remote regions of the state and a commitment to lifetime learning, community education and industrial and corporate education for the labor force.

These technical skills will give the school superintendent new insights into the nature and process of learning based on new research findings about the science of human cognition and on sophisticated analysis of instructional processes and classroom application.

Superintendents will be using testing and evaluation procedures that measure something more than the student's ability simply to recall facts. School curriculum will also deal with the large complex issues confronting technological and pluralistic societies. School leaders and students will be learning to live and work within an international and interdependent world (Hoyle & Johnson, 1987).

These 21st century leaders will also be excellent managers of resources, budgets and strategic plans by being "information brokers" and intuitive decision makers. We must identify existing courses and individuals who can teach and use instructional technologies of many types; our leaders of tomorrow must know the best research in the cognitive sciences and management theories. Also the leaders must be taught persuasive speaking skills, listening skills and computer writing skills. Programs to teach these skills must be developed in a shared university - public school clinical setting to make the theory and practice union a reality for successful teaching.

Conceptual, Futures Skills

Since few universities, corporations and schools have consciously worked at developing futurists or "pathfinders", few people have those skills. We must change that. We can find ways of developing pathfinding skills and qualities even in those who tend to be less conceptual or intuitive. Research and courses in education, psychology and neurophysiology are generating masses of new knowledge about human learning and thinking. Developing these futurists for our schools will

require new ways of balancing rational decision making models with the use of intuition. We must assume that our potential leaders have some built-in intuitive and creative potential. We can create more experiences for the exercise of intuition and imagination and for directing conscious attention to the issues of values and beliefs.

Roy Rowan (1987) author of The Intuitive Manager writes that, "Logic and analysis can lead a person only partway down the path to a profitable decision. The last step to success frequently requires a daring intuitive leap." (p. 3) Successful scientists, athletes and politicians continue to demonstrate uncanny intuitive abilities which give them a heightened focus and perception.

If we accomplish these things through our preparation and development programs, then 21st century superintendents will be in tune with other state and national agencies and with business and industry. They will form collaborative efforts with personnel in other institutions. They will think holistically and be aware that all social institutions and corporations are interconnected. They will be futurists who use state-of-the art forecasting, monitoring and scanning technologies and will model intuitive, creative thinking, doing and being. These education "pathfinders" will lead their states and the nation by keeping one foot in the present for stability and one foot in the future leading to what Charles Dickens called Great Expectations. We can help superintendents of tomorrow to think holistically, be creative planners and use more vision and imagery in their view of the 21st century.

These human, technical, and conceptual abilities for 21st century superintendents are keys to great leadership. However, they are not enough. Great superintendents must be the embodiment of motivation. In closing I am confident that universities, professional associations, state and national agencies will succeed in designing a new professional studies model that will deliver an intellectual base and state-of-the-art management skills. I am less sure of how we teach the motivational attributes that drive all great people. All of us need to share a vision of the profile we need for leaders for tomorrow.

I'll use an analogy to illustrate the concept of a shared vision. In 1985-86 during my year in Europe as a guest professor for Boston University I traced and found most of the works of the great 16th century master Michelangelo. Like most of you he became overcommitted and failed to finish several of his works. His vision remained trapped in stone. One unfinished task was the massive expressive guards or slaves that were to be sculpted for the tomb of Pope Julius II. He failed to complete these six to eight foot figures and they have been called prisoners since the 16th century. Though this great Renaissance artist visualized complete free standing guards, his vision was never transformed into reality.

Thus, it seems to me that we must have a shared vision of what our education guards must be for the 21st century in America. We have the potential to free the superintendents of tomorrow from their own bondage and from the granite hard structure created by our limited vision of what education and educational leaders can be. Our role as

sculptors of tomorrow is to envision the leaders we need and to use our intellectual chisels to create them.

There is much intellectual excitement in designing the future based on imagery, but it takes clear priorities and hard careful labor and driving commitment to make the vision a reality. But first we need a shared vision of what we want superintendents to be, the kinds of people we need, the skills and knowledge they must possess and the kinds of university, agency, corporation, and professional association collaboration that will produce these leaders. We must not lose that vision as we countdown to the 21st century.

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